

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Belle Air Elementary School

2014-15
School Accountability Report Card
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SARC



Principal's Message

Welcome!!! Belle Air Elementary serves a vibrant, linguistically and culturally diverse community in San Bruno, California, on the North Peninsula.

Belle Air students are smart and enthusiastic learners. In collaboration with our parents and the community, we support, challenge and prepare our students as they progress in their educational journey. It is our expectation that when students leave Belle Air, they are prepared to be successful in middle school, to complete high school A-G requirements and be eligible to go to the college of their choice. In addition, we train our students to be lifelong learners and knowledgeable, respectful and responsible members of their community.

Preschool program on campus: We have a thriving preschool program on campus that serves more than 100 students for ages 3-5. We incorporate hands-on activities, cultural experiences, kindergarten readiness and play to build a strong foundation for our children's future.

We have Partnerships with the greater community including the City of San Bruno, San Francisco International Airport and Recology of San Bruno.

Parent engagement: Our parents are active at our school, and we have a "can-do" Parent Teacher Association (PTA) that holds many special events and fundraisers throughout the year. The proceeds contribute to the many supplementary programs at Belle Air, including a high-quality physical-education program and a weeklong outdoor-education experience for our fifth-grade students each year.

Technology: Technology is a priority at Belle Air. Every classroom is equipped with an LCD projector, document camera and student electronic devices to bring the world into the classroom. Our students use ST Math, a mathematical reasoning and problem-solving program by the MIND Research Institute through a grant from Silicon Valley Mathematics Initiative. There is also Raz-Kids and Rosetta Stone Kids which provide supplemental support. In addition, there is a 1:1 ratio of Chromebooks to students in upper-grade classrooms. Students in primary classrooms have access to iPads to provide individualized learning.

Meeting all student needs: Because of our partnership with the university, we are able to give students more individualized instruction and support. In each classroom there is a ratio of one teacher for every 12-14 students helping to individualize instruction. We have a resource specialist teacher, part-time speech teacher and counselors to provide services for those students with exceptional needs. There is an after-school program on-site that includes homework help, a computer lab, enrichment activities and structured outdoor games. The San Bruno Park School District serves the health and wellness needs of our students; we have a student health center on campus with a registered nurse.

You are welcome to visit Belle Air Elementary and see for yourself our smart students, exceptional staff and the abundant learning going on here.

Michael Rothhammer

Principal

School Mission Statement

We at Belle Air Elementary believe all students can be successful academically if we take the time to address their diverse learning dispositions.

We believe we must address the whole child by providing an emotionally safe learning environment for each student as well as opportunities for enrichment.

Finally, we believe in honoring the diverse cultures that make up the mosaic of Belle Air, as well as ensuring students who leave us have the skills and social capital to be successful and contributing members of the larger community.

School Vision Statement

All students of Belle Air School, with the support of the school community, will learn to be reflective, creative thinkers. They will collaborate with others and learn effective communication skills.

San Bruno Park School District Belief Statements

We believe that:

- Public education serves a vital role in our society.
- Honesty and openness at all levels create trusting relationships.
- Every student has capacity and a desire to learn. It's our task to capture and expand that desire and encourage students to do their best.
- In education, one size does not fit all; we need to address each child's needs individually.
- The community must be included in the education of their children.
- We must act on our beliefs and serve as role models.
- We must provide a safe and secure education environment.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Motto

Proud Schools in a Proud Community

San Bruno Park School District Mission Statement

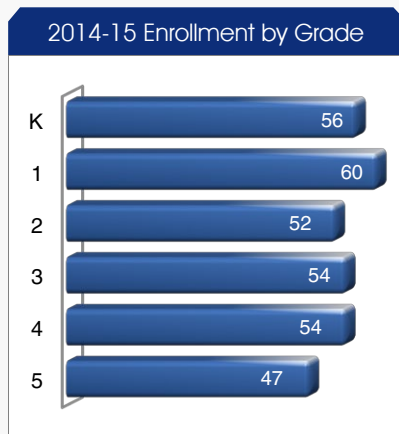
San Bruno Park School District educates and empowers all students to thrive academically, socially and emotionally to be contributing members of society.

San Bruno Park School District Goals

- Attract, develop and retain highly qualified staff
- Implement 21st-century learning strategies and methodologies
- Become fiscally solvent
- Develop, expand and implement quality programs and courses to enable academic success for all students

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Special Education Program

Belle Air Elementary School provides additional support for students with special needs. Special-education services are tailored to the Individualized Education Program (IEP) of each student with physical, emotional or learning disabilities. There is a resource specialist teacher and a part-time aide who provide both "push-in" and "pull-out" with students who have IEPs.

Special Programs and Staff

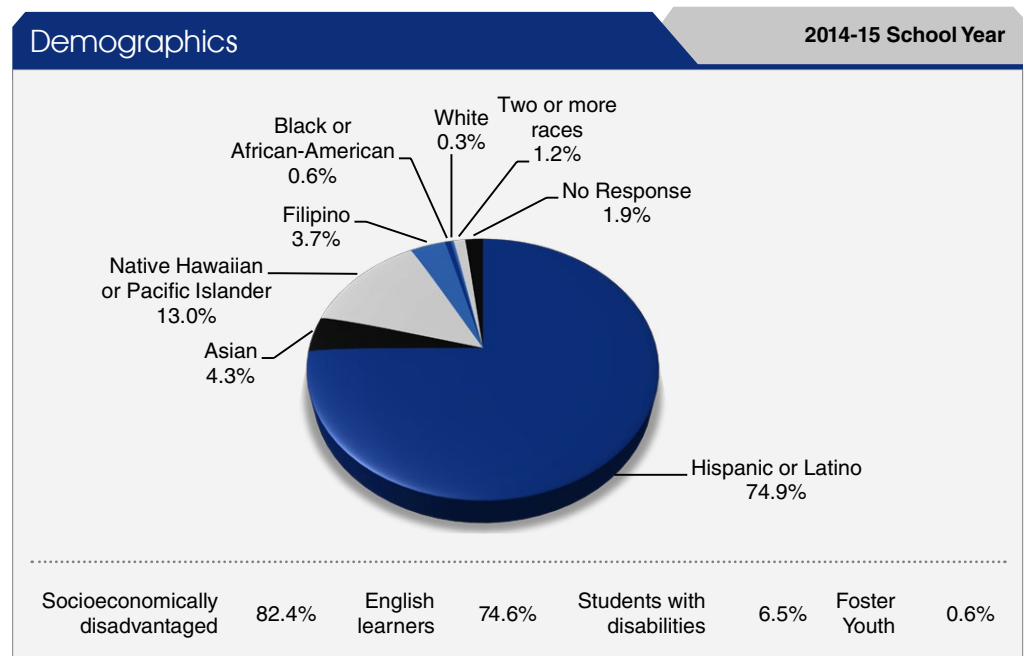
Students are encouraged to participate in the school's supplemental academic and extracurricular activities, which are an integral part of the educational program. These programs promote positive attitudes, encourage achievement and aid in the prevention of behavioral problems. Extracurricular activities and programs in the 2014-15 school year at Belle Air Elementary School include the City of San Bruno-administered after-school program. A combination of school district and PTA funding ensure all students participate in the Rhythm & Moves physical-education program.

The district psychologist and counselor are devoted to helping all students, special- and general-education students deal with socioemotional problems, assisting them in reaching positive goals and providing additional counseling services to selected general-education students.

There is a Student Health Center located on the Belle Air campus, and it is accessible to our students and families.

Enrollment by Student Group

The total enrollment at the school was 323 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



School Safety

To safeguard the well-being of students and staff, the faculty and School Site Council have updated the comprehensive School Site Safety Plan, most recently in March 2016. The safety plan covers school disaster preparedness and various safety procedures such as the visitor policy, emergency materials and evacuation procedures. Safety drills are held on a regular basis; fire and earthquake drills are held monthly. Intruder/lockdown drills are held as appropriate. During 2014-15, we replaced Section 4.0 Immediate Response Action Response based on the revision promulgated by the San Mateo County Office of Education Coalition for Safe Schools and Communities. Drills are conducted monthly and rotate between fire, earthquake and lockdown drills.

All visitors to Belle Air School must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during recess breaks, at lunch and after school. Supervision is a responsibility shared among noon supervisors, teachers, and the administration. Students may also participate in the Student Safety Patrol before and after school. Shortly after the school day starts, all gates are locked except for the gate at the main entrance of the school.

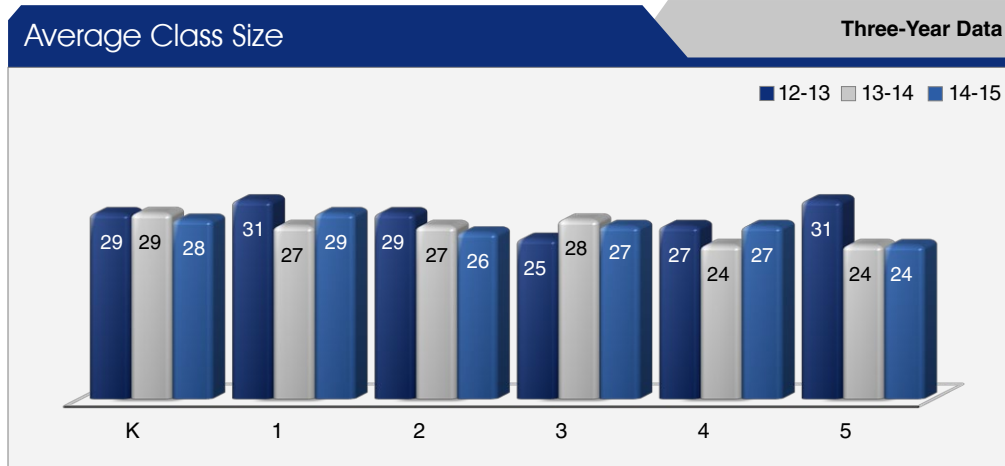
To promote a safe and caring school climate, the Belle Air School community provides students with support and strategies to treat each other with respect and in a caring manner. To that end, all staff reinforces a Positive Behavioral Intervention and Supports (PBIS), model and discuss and reinforce positive character traits. Students also are taught to use conflict-management skills to help work through problems with their peers. A system of guidelines on appropriate and inappropriate behavior includes yellow and blue slips with respective consequences. Suspension is always a last resort and is only for those infractions enumerated in the Education Code. A Climate Committee consisting of teachers and the principal meet monthly to address schoolwide behavioral matters such as PBIS, the implementation of the character traits and to plan the monthly Super Student Assembly.

English Learner Program

The English Language Development (ELD) program assists students who are English learners. The Academic Language Development program provides specialized instruction in English language. Students are grouped by their language proficiency level based on their California English Language Development Test (CELDT) results. All teachers are Crosscultural Language and Academic Development (CLAD) certificated. ELD instruction is fully integrated into the classroom curriculum. For our beginner students, we have specialized instruction including Rosetta Stone. All teachers participated in Senate Bill 472 training for ELD. This training was provided by the California Reading and Literacy Project (CRLP) and consisted of 40 hours of workshop time. Teachers utilize these research-based strategies to improve academic English for our English learners.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		2			2			2	
2		2			2			2	
3		2			2			2	
4		2			2			2	
5		2			2			2	

Achievements

- In the 2012-13 school year, Belle Air Elementary was one of four public elementary schools in the greater Bay Area that had an increase of 50 or more points in the Academic Performance Index (API), the state's academic ranking system. There were, of course, multiple factors that led to our students' academic success, including our highly trained teaching staff and our systematic intervention for students below grade level. There is a Reading Intervention teacher to provide small group and individualized instruction for students who need additional support in learning how to read or in reading comprehension.
- The After School Education and Safety (ASES) grant allows Belle Air School to provide an after-school program every day school is in session. The program offers students in grades 1-6 homework support, enrichment activities and a nutritious snack. After-school enrichment included arts and crafts; cooking; and physical activities, such as folkloric dancing and Zumba. In addition, all fifth-grade students participated in the yearly outdoor education experience that provides a multitude of hands-on science activities.
- A number of our teachers are trained by the California Reading and Literature Project (CRLP). Two additional teachers received training this year.

Measures for Improvement

- In 2015-16, we will continue to improve differentiated learning in all subject areas with additional emphasis on reading/language arts and mathematics. Belle Air will also continue to hold high expectations for all students, including those below grade level, at grade level and those high achievers. Reading Intervention Teacher will work with selected students that are not at grade level.
- In addition, we will continue to build a positive school climate through Positive Behavioral Interventions and Supports, including monthly character traits and antibullying education.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Belle Air ES			
	12-13	13-14	14-15
Suspension rates	0.3%	0.9%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
San Bruno Park SD			
	12-13	13-14	14-15
Suspension rates	1.3%	1.3%	0.3%
Expulsion rates	0.1%	0.1%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

The district and school site provide time and resources for collaboration, planning and professional development for all staff. Teachers receive training directly related to instructional practices by attending after-school professional development, workshops and conferences. Professional-development days enable staff members to receive training that is rigorous, challenging, and responsive to student learning needs and current best practices.

Methods to provide professional development include professional development days, release days, early release days, after school and summer break.

Support of teachers include collegial support through common planning time and Cycle of Inquiry structure, including teacher-led professional development, peer observation and coaching.

Professional Development Days

2013-14	2 days
2014-15	3 days
2015-16	3 days



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	27.3%
Five of six standards	6.8%
Six of six standards	2.3%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Belle Air ES	San Bruno Park SD	California	
Met overall AYP	Yes	Yes	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	Yes	Yes	Yes	
Met graduation rate	○	○	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Belle Air ES	San Bruno Park SD	
Program Improvement status	In PI	In PI	
First year of Program Improvement	2007-2008	2011-2012	
Year in Program Improvement	Year 5	Year 3	
Number of Title I schools currently in Program Improvement		3	
Percentage of Title I schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Belle Air ES			San Bruno Park SD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	18%	36%	34%	57%	62%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	61%	
All students at the school	34%	
Male	41%	
Female	23%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	31%	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	30%	
English learners	23%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Belle Air ES	San Bruno Park SD	California
English language arts/literacy	20%	43%	44%
Mathematics	21%	38%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	52	51	98.1%	61%	24%	8%	8%
Male		29	55.8%	66%	21%	10%	3%
Female		22	42.3%	55%	27%	5%	14%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	3.8%	❖	❖	❖	❖
Filipino		3	5.8%	❖	❖	❖	❖
Hispanic or Latino		36	69.2%	61%	28%	8%	3%
Native Hawaiian or Pacific Islander		8	15.4%	❖	❖	❖	❖
White		0	0.0%	❖	❖	❖	❖
Two or more races		2	3.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		41	78.8%	73%	20%	2%	5%
English learners		37	71.2%	59%	30%	5%	5%
Students with disabilities		6	11.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	52	51	98.1%	33%	35%	18%	14%
Male		29	55.8%	34%	34%	17%	14%
Female		22	42.3%	32%	36%	18%	14%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	3.8%	❖	❖	❖	❖
Filipino		3	5.8%	❖	❖	❖	❖
Hispanic or Latino		36	69.2%	39%	36%	14%	11%
Native Hawaiian or Pacific Islander		8	15.4%	❖	❖	❖	❖
White		0	0.0%	❖	❖	❖	❖
Two or more races		2	3.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		41	78.8%	39%	41%	15%	5%
English learners		37	71.2%	38%	35%	16%	11%
Students with disabilities		6	11.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	53	52	98.1%	65%	21%	10%	4%
Male		17	32.1%	76%	24%	0%	0%
Female		35	66.0%	60%	20%	14%	6%
Black or African-American		1	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	3.8%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		42	79.2%	64%	21%	10%	5%
Native Hawaiian or Pacific Islander		7	13.2%	❖	❖	❖	❖
White		0	0.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	90.6%	63%	23%	10%	4%
English learners		41	77.4%	71%	22%	5%	2%
Students with disabilities		2	3.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 4				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	53	52	98.1%	46%	48%	6%	0%
Male		17	32.1%	53%	41%	6%	0%
Female		35	66.0%	43%	51%	6%	0%
Black or African-American		1	1.9%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	3.8%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		42	79.2%	45%	48%	7%	0%
Native Hawaiian or Pacific Islander		7	13.2%	❖	❖	❖	❖
White		0	0.0%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		48	90.6%	48%	46%	6%	0%
English learners		41	77.4%	54%	39%	7%	0%
Students with disabilities		2	3.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	44	44	100.0%	39%	30%	30%	2%
Male		27	61.4%	41%	26%	33%	0%
Female		17	38.6%	35%	35%	24%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	9.1%	❖	❖	❖	❖
Filipino		2	4.5%	❖	❖	❖	❖
Hispanic or Latino		34	77.3%	38%	35%	26%	0%
Native Hawaiian or Pacific Islander		3	6.8%	❖	❖	❖	❖
White		1	2.3%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	81.8%	39%	31%	31%	0%
English learners		29	65.9%	52%	34%	14%	0%
Students with disabilities		4	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	44	44	100.0%	43%	30%	16%	11%
Male		27	61.4%	41%	26%	19%	15%
Female		17	38.6%	47%	35%	12%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	9.1%	❖	❖	❖	❖
Filipino		2	4.5%	❖	❖	❖	❖
Hispanic or Latino		34	77.3%	47%	26%	21%	6%
Native Hawaiian or Pacific Islander		3	6.8%	❖	❖	❖	❖
White		1	2.3%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	81.8%	42%	33%	19%	6%
English learners		29	65.9%	55%	34%	10%	0%
Students with disabilities		4	9.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

Textbooks and Instructional Materials

The instructional-materials selection process in SBPSD, when there is adequacy of funding, involves teachers and community members. There is an advisory committee of teachers, known as the Curriculum Council, with representatives from each school. The Curriculum Council narrows the field of state-adopted materials, when such a list exists. Then teachers in the district are solicited to do a "Comparison Pilot," meaning that they have to use the two finalists in an actual instructional setting. They then submit a recommendation to the Curriculum Council. Administration then forwards the recommendation to a public review period and "discussion" by the school board. Because the school board only meets once a month, there is a 30-day public review period. Provided there are no exceptions, the recommendation is brought back for action at the following meeting.

The most recent public hearing to adopt a resolution at the sufficiency of instructional materials was held on October 14, 2015. The most recently adopted textbooks were from the state-approved list.

The textbook content fits within the State Board of Education-adopted curriculum frameworks. The district is in the final year of a four-year transition plan to align textbooks with Common Core State Standards.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Open Court Reading, McGraw-Hill	2003
English language arts	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2011
English learners	<i>Language Central</i> , Pearson (K-5 at Belle Air)	2010
Mathematics	Houghton Mifflin	2006
Science	California Science, Pearson Scott Foresman	2007
History/social science	California Vistas, Macmillan/McGraw-Hill	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Belle Air ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

◇ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Each teacher follows the guidelines provided in the district homework policy. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. The after-school program provides additional instruction for registered students in grades 1-5.

School Facilities

Belle Air Elementary School was originally built in 1951 and provides a safe, clean environment for students, staff, and volunteers. The school was reconstructed in the summer of 2000. The campus has a "quad" configuration and is fully gated for safety and convenience of access. In the quad area there is a central play-ground area with two play structures, one for primary and one for upper-grade students. In the front of the school, there is a preschool playground with a climbing structure. Belle Air Elementary School is composed of 18 preschool to fifth-grade classrooms, a library-media center, one computer lab, a counseling room, a staff room, and a cafeteria. There two portables one has been remodeled as a state-of-the art health center and the other is a parent center.

Library: An instructional media aide assists students with acquiring library skills such as finding books of high interest and research materials for reports or presentations. Students have weekly access to the library and are able to obtain books needed to support and supplement their academic learning. Twice a year, the media aide organizes a book fair.

Technology: Classrooms are equipped with LCD projectors, document cameras, student computers, and Internet access. There are two computer labs to provide all students with access to technology. Our teachers have access to email and use computers to keep attendance, record grades, give a lunch count to the cafeteria, and correspond via email with parents and colleagues.

The school buildings and grounds are cleaned on a daily basis. There is a full-time custodian during the school day, and a part-time custodian who cleans rooms in the afternoon and evening. There are schedules that specify their responsibilities.

The maintenance crew does the gardening of the grounds and most of the repairs schoolwide.



School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status				2015-16 School Year
Items Inspected	Repair Status	Items Inspected	Repair Status	
Systems	Good	Restrooms/fountains	Fair	
Interior	Good	Safety	Good	
Cleanliness	Good	Structural	Good	
Electrical	Good	External	Fair	
Overall summary of facility conditions			Fair	
Date of the most recent school site inspection			11/5/2015	
Date of the most recent completion of the inspection form			11/5/2015	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Cleanliness	Restrooms need increase in cleaning interval. Custodial support will be monitored. By June 2016.	
Restrooms/fountains	Issus w/hand-free devises; vandalism. Ongoing actions being taken from October 2015.	
External	Back Gate requires repair for automatic closure. Repaired 11/15/2015.	

Parental Involvement

Parents at Belle Air are involved in their students' education in a variety of ways. Parents volunteer in the classroom and are active members of various school committees including the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC). The principal holds monthly meetings of "Cafes" with parents and stakeholders to share information and provide a forum for parents to discuss school-related topics.

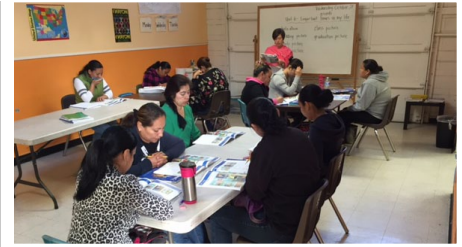
There is also a parent liaison who works with parents to encourage their involvement and engagement with the school. In addition, this person conducts parent-education workshops periodically throughout the school year and provides interpretive services for families.

For more information on how to become involved at Belle Air, please contact the school at (650) 624-3155.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	San Bruno Park SD	Belle Air ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	103	15	12	10
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ✧

Support Staff FTE

Social/behavioral or career development counselors ★

Library media teacher (librarian) 0.0

Library media services staff (paraprofessional) ⌘

Psychologist **

Social worker 0.0

Nurse 0.0

Speech/language/hearing specialist *

Resource specialist (nonteaching) ▲

Other FTE

Reading Intervention Teacher 0.8

Parent Liaison 0.4

Instructional Assistant ⌘

Special Education Paraeducator ✕

★ Two part time (shared with other schools)

⌘ One part time

** At three schools

* Part time (shared with other school)

▲ Part time

⌘ Three hours a day

✕ Two three-hour positions

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Belle Air ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	1

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Belle Air ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

Types of Services Funded

Title I federal funds paid for:

- Reading Intervention teacher
- Supplemental Reading program
- Supplemental Educational Services for students one or more grade levels below their present grade

A physical-education program is funded through the Belle Air PTA.

Finally, a state After School Education and Safety (ASES) grant funded the after-school program.

San Bruno Education Foundation is funding for 2015-16 instructional assistant (IA) to provide additional support for students in the classroom.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,991
Expenditures per pupil from restricted sources	\$2,689
Expenditures per pupil from unrestricted sources	\$4,302
Annual average teacher salary	\$63,462

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	San Bruno Park SD	Similar Sized District
Beginning teacher salary	\$38,700	\$42,723
Midrange teacher salary	\$67,513	\$65,936
Highest teacher salary	\$74,381	\$84,545
Average elementary school principal salary	\$98,817	\$106,864
Average middle school principal salary	\$102,548	\$110,494
Superintendent salary	\$129,135	\$159,133
Teacher salaries: percentage of budget	32%	40%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Belle Air ES	\$4,302	\$63,462
San Bruno Park SD	\$6,063	\$65,179
California	\$5,348	\$69,086
School and district: percentage difference	-29.0%	-2.6%
School and California: percentage difference	-19.6%	-8.1%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.